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Foreword

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Foreword:

This journal, the sixth in an annual series, is a project of the Teaching Academy of the University of Arkansas and is testimony to the Academy's belief that a function of good teaching is to encourage good research and creative thinking on the part of the students.

This issue of *Inquiry* records the individual research exploration of eleven U of A student/faculty mentor pairs during the 2004/2005 academic year. The projects included here are drawn from disciplines from five of the six undergraduate colleges and schools—the Dale Bumpers College of Agricultural, Food and Life Sciences, the School of Architecture, the J. William Fulbright College of Arts and Sciences, the Sam M. Walton College of Business Administration, and the College of Engineering—and are representative of the quality of research done by honor students in the various disciplines represented on campus. The breadth of subject matter included here is testimony to the commitment made throughout the university to honors study and research at the undergraduate as well as the graduate level. These eleven articles were chosen by *Inquiry's* publication board from nearly fifty papers submitted for consideration. (Publication economics controls the size of the journal: most of the papers received were of publishable quality.) The papers chosen vary in subject, in writing style, and in the manner in which they reference their research sources; but they are uniformly excellent in content. In most cases, the paper published herein is a digest of the student's larger research product. However, in some cases, the students' honors theses are published in their entirety. This year for the third time the journal is paired with a website, <http://advancement.uark.edu/pubs/inquiry/>, on which a number of papers appear that were recommended for publication but excluded because of space and cost limitations. We hope interested readers will peruse both the articles in hard copy in the journal and those published on the website as well.

The intent of the journal is to record the depth and breadth of the scholarly activities of the university's best undergraduate students. I believe that it does this.

The editor and publication board of *Inquiry* depend on colleagues throughout the institution to serve as reviewers of material submitted for consideration. The range of disciplines at an institution like ours makes it impossible for the board to be able to evaluate all the papers submitted. We are grateful for the assistance that we receive from reviewers throughout the institution.



Murray Smart, Jr., Editor, University Professor of Architecture, Emeritus

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